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ABSTRACT

In order to evaluate the effectiveness of selected undergraduate programs of home economics, questionnaire data on 294 graduates employed in non-teaching settings were collected from executive officers, personnel managers, and directors of consumer, home, food, laboratory, and research sciences. Through their replies, these individuals warned that future home economists in business must have a better understanding of the free enterprise system prior to employment rather than to expect to adjust to business with on-the-job training. Therefore, it is recommended that instruction to develop this needed understanding be provided through college programs. Another result of the 27-state survey was the expressed opinion that a knowledge of the respective specialization is of primary importance. Furthermore, employers felt that university training should instill discipline of work, knowledge of the principles behind the skills, acceptance of responsibility, and the ability to plan and reason in logical sequence. Still another recommendation is that joint committees should be established to create adaptable and viable systems for reviewing the desired image of the home economist in business. (JS)

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The Wisconsin State Universities Consortium of Research Development

Research Report

A SURVEY OF TRAINING NEEDS AND INTERNSHIPS FOR NON-TEACHING POSITIONS IN HOME ECONOMICS

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U.S. DEPARTMENT OF

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CHAPTER I

INTRODUCTION

Statement of the Problem

The selection of an undergraduate curriculum from the specialized areas in any university is one of the most important events in the life of the student.

This study endeavored to investigate the undergraduate programs of the Home Economics Majors most commonly employed in non-teaching positions and primarily in Business and Industry. The study explored the type of background and qualifications most frequently desired by directors, supervisors, and administrative officials who select home economics graduates for positions in their organizations.

The Home Economist who has accepted a position in business and Industry with either a general or home economics education major has found her undergraduate curriculum had many missing links. She has had to learn on the job. Only occasionally has she let the university know of needs for change in the course of study. Therefore, universities need to make studies to reconcile past programs with current reality. They often need to discard some courses and find new goals.

Is the image of the Home Economist in Business changing in the eyes of the world today?

Is it important for Schools of Home Economics to periodically study the various points of view of business as well as the type of training preferred by them?

Have universities moved at irregular paces in adjusting curriculum to meet changing needs of the undergraduate students? Should more courses be developed for Home Economics in Business at the graduate level? These are only a few of the questions for which this study sought answers.

CHAPTER II

METHODS AND PROCEDURE

Population Description

In 1969 over 2400 Home Economics graduates held membership in the Home Economics in Business Section of the American Home Economics Association.

The institutions represented were divided into three groups: (1) Publications, Radio and Television Stations (79), (2) Utilities (173), and (3) Agencies, Associations, Manufacturers, and miscellaneous organizations (415).

In the United States the Home Economists in Business had forty-three organized groups in thirty-one states. The states with three organizations each were Ohio and Tennessee; and with two each California, Florida, Michigan, Missouri, New York, Pennsylvania, and Texas. The total enrollments by states ranged from 360 in New York, 235 in California, and 282 in Ohio to one state organization of only eight.

The radio and television stations and publication organizations tend to employ home economists with specialized training in communications. The functions of the home economist employed by the Utility Companies are similar in nature.

The basic approach in this study was through a questionnaire mailed to the 415 institutions grouped under agencies, associations, manufacturers and miscellaneous. Through an initial mailing and two mail follow-ups fifty-four per cent of the questionnaires were returned. Of these seventy-eight per cent were complete and useable. The initial mailing was addressed to the President of the Company.

Instrument

The questionnaire requested information about the home economist currently employed: (1) her title, types of degree(s), year degree was granted, and the undergraduate major and minor; (2) the functions performed and the preferred qualifications for education, years of work experience, professional activities of her position and professional characteristics as related to the present positions by title; (3) evaluation of a course of study for a general home economics major with a minor in Home Economics in Business at Stout State University; (4) history of the company with work experience and internships for undergraduate students; and (5) scholarships offered at undergraduate and graduate level for home economists.

Analysis of Data

Data were compiled and summaries reported through numerical frequencies, percentages, and ranges. Comments to open-end questions were reviewed and descriptive comments relevant to the purpose of the study have been considered in the analysis, conclusions, and recommendations.

CHAPTER III

THE RESULTS

Description of the Employed Home Economist

Home Economics graduates in Business come from Universities in forty-three states. The middle states of Iowa, Illinois, Wisconsin and Indiana provided the most home economic graduates with the eastern states of New York and Pennsylvania ranking second and the western states, including California, ranking third.

Iowa State had approximately twice as many home economics graduates working in Business as any other university. Cornell University was in second place. The Universities of Illinois and California tied for third place. Purdue University and the University of Wisconsin were fourth. Stout State University ranked fifth. The University of Tennessee was sixth and in seventh place were Columbia, Kansas State, Michigan State, Ohio State, and Pennsylvania State. Other universities mentioned had eight or less home economics graduates reported in this study. A total of one hundred thirty-three universities were represented.

In this report about five percent of the home economists graduated over thirty years ago while twenty-five percent graduated on or after 1965.

Although the majority of the respondents considered a Bachelors Degree adequate for most of the positions currently held by home economists, over twenty percent of the home economists studied held a Masters Degree. Respondents did mention that for advancement in Business and Industry graduates training with a Business oriented Masters Degree would be an asset. Several respondents indicated that unless education was a continuous process the graduate of seven or more years would need to up-date her training with courses on Computer Programming, Modern Marketing, Language,

and Evaluation Techniques. It was suggested that the Home Economist needs more versatility to compete for promotions in business. She may need to attend workshops, university short courses or institutes, or work full-time on an advanced degree. If the Home Economist in Business is to deal effectively on a high professional level in the business community; progress to the management level; and influence business decisions a fifth year of training may be necessary.

It is costly for employers to have the home economist learn on the job. It was suggested that there should be more exchanges of personnel between the universities faculties and Business and Industry staff. More dialogue and fewer speeches are needed, as well as, cooperative research.

Questionnaires were completed by executive officers, personnel managers, directors of consumer services, home services, food services, laboratories, and research.

Detailed information on two hundred ninety-four home economics graduates employed in one hundred fifty-two institutions located in twenty-seven states were studied.

The most completed questionnaires were received from the state of Illinois. New York and California tied for second place, Wisconsin and Ohio for third, and Pennsylvania fourth.

Slightly more than one-fourth of the home economists had majored in General Home Economics; one-fourth had degrees in Home Economics Education, and in descending order the other majors represented were: ranking third, those with Foods emphasis, such as General Foods, Experimental Foods, and Food Technology; fourth from Institution Management; fifth from Clothing and Textiles; sixth from Dietetics; and lastly from Equipment.

It should be noted that the 173 Utility Companies that were listed as employing graduate home economists were not included in this report.

In addition to listing the Home Economist Major the report included information on the areas of Minor Study. These varied widely across curriculum classifications; basically all home economics majors are interdisciplinary in nature.

In this report, one in three home economists minored in Chemistry or Science. One in five of those reporting minors had selected Foods, Nutrition, or Dietetics. The third broad minor included communication courses of English, Journalism, Speech, or a combination of these. The fourth and fifth categories were for minors in Education and Business Administration respectfully.

In descending order the remaining minors listed were in: Institutional Management, Textiles.and Clothing, Economics, Art, Sociology, Psychology, Interior Design, Music, and History.

Reports included Home Economists in Business employed at all levels of responsibility from staff to Director and in geographical coverages from the city, to county, state, or national areas.

Evaluation of Curriculum

Attached to the questionnaire was a copy of Stout State University curriculum planned for majors in Home Economics in Business/Home Economics General. Eighty-six of the one hundred twenty-eight semester credits were required. Twelve elective credits were to be selected from Home Economics courses. In addition, a student could select two fifteen credit concentrations or a one twenty-two credit minor with eight electives from non-home economics courses.

In the respondents evaluation of the curriculum one in six would require more courses in business. The courses mentioned most frequently were Economics, Marketing, Advertising, Salesmanship and Public Relations.

Communications was mentioned by one in eight of the respondents. About one-half recommended more courses in Journalism and Expository Writing, while Speech, Demonstration Techniques, Photography, and Audio Visual training were suggested by others. Many respondents indicated the undergraduate student needed to improve her ability in consumer communications in all mass media. Approximately ten percent suggested that Experimental Foods be a required course. Additional Chemistry and Nutrition courses were recommended by only a few of the respondents. Less than five percent would increase the number of Clothing and Textile courses while twenty-five percent would decrease the number of these courses. Most would eliminate all Clothing Construction Courses from both required and elective listings.

Approximately fifteen percent of the respondents would drop the course in Child Development while others would list this course with electives or combine it with Family Relationships for less credit hours than currently required.

Other courses mentioned as desirable were: Advanced Sociology, American History, Consumer Science, Research and Testing, Design, Dramatics, and Equipment. Mentioned only once were courses in Physics, Biology, and Physiology.

In the respondents evaluation, a major in Home Economics in Business/ Home Economics General curriculum made recommendations that might assure the graduates of Home Economics a better understanding of the free enterprise economic system.

Description of Functions and Qualifications

The request to list the functions of the current positions and the desired qualifications for the Home Economist brought more specific replies than the respondents had suggested for curriculum revisions.

It was evident that business and industry were looking for well-trained undergraduate employees. It appeared that in the future it will be more difficult for the home economist with a home economics education or general major to find a position and expect to adjust to it with on-the-job training. The majority of the business and industry respondents indicated that they would employ a home economist with a Bachelors Degree, however, only one respondent indicated "no experience necessary". Twenty percent desired a minimum of one year, twenty percent indicated two years of experience, forty percent would require three to five years and the remainder desired six or more years of experience in the field or in a related area prior to consideration for employment with their firms.

Extra-curricular activities and work experience comparable to practice teaching for the undergraduate in Home Economics Education were considered important in training for the Home Economist in Business positions.

The functions listed for current positions varied from the twenty-five percent who worked with product information, development, evaluation and improvement to functions listed only once, such as Design, Creative Foods, General Photography, Pricing, and Program Planning. Knowledge of writing was in second place with less than 10 percent of the Home Economists in Business assuming these responsibilities. Five percent assisted with one or more of the following: Public Speaking, Sales Promotion, Consumer and Panel Surveys, and Public Relations. In descending order other functions mentioned from eight to two times were Training Programs, Taste Panels, Publications, Demonstrations, Television, Radio Presentations, and Research.

How much training should business and industry give on-the-job to the home economics graduate with a Bachelors Degree? Business and Industry employers asked if university home economics graduates or students trained in technical schools should be selected to perform test kitchen laboratory skills. Should universities phase out training for skills and techniques and concentrate on what makes the business world tick? College hours are precious. How much time should be spent in practice of skills? Considerable stress was given to (1) a business-like mature attitude, regardless of age, (2) ability to get along with people, and (3) a willingness to work. A neat but not necessarily glamorous appearance, sincerity, and honesty were all three given high priorities. If university training instilled discipline that comes from hard work instead of letting some students just get by while enrolled as an undergraduate, the home economist on her first job in business would not be shocked when faced with the discipline of work.

The home economist entering business today needs training in the ability to plan and reason in a logical sequence. It was suggested that logic should be included in every home economics course. For example, logic in planning a weekly campus schedule, logic in developing a low income menu, logic in balancing a week, month, annual, or five year budget for business or family, logic in writing a business report, logic in one or several lesson plans. The logic of planning time, energy, and space to accomplish the short or long range tasks assigned should be a part of every decision. It was mentioned that the home management courses and the application of principles in the resident course were valuable in learning the logic and evaluation of planning. It was suggested that emphasis at the undergraduate level for time management and organization needs would go a long way in eliminating the fatigue factor

and frustration due to lack of knowledge and/or practice in organization of time and management of money.

The respondents recommended that the undergraduate training should include courses in Consumer Psychology on how to adapt to personalities and conditions. Flexibility, business courtesy and attitude in business should not be left to be learned on the job. The respondents mentioned the special qualifications of attitude, enthusiasm, perspective, and integrity as necessary for the home economist new in the business world. In addition to knowledge of subject matter; Sociology and Humanities courses were recommended to provide the undergraduate with an approach for living in today's world emphasizing "What makes people tick".

Universities should devote more time to the principles behind the home economic skills. Application of home management principles in all phases was mentioned as a practical way for students to learn to carry a plan all the way through. Respondents felt that accepting responsibility and learning to make the right decision were necessary if the home economist in business could give the employer a full day's work. Good enough is not the best.

It was suggested that the undergraduates develop a healthy philosophy toward persons in authority; attitude toward teachers while on the campus may reflect the attitude to be expressed toward the employer or supervisor on the job. University faculty who will be writing letters of recommendation should be particularly alert to student attitudes toward work, colleagues, family and toward status in life.

Almost two hundred characteristics to be given special consideration in the selection of candidates for positions in their firms were mentioned by respondents. Some items could be summarized, others are directly quoted from the questionnaire.

Ranking first in the summary was the category related to knowledge of specialization. Approximately one-third mentioned knowing the special field well in which the respondent was concerned. Consumer Orientation and Technical Competence were each mentioned many times. About twenty percent of the total group mentioned high scholarship or the top one-third of the class.

The category ranking second was for the personal characteristics desirable in group work. In descending order these were: the ability to work well with people, cooperation, dependability, accuracy, maturity, flexibility, adaptability, sensitivity, outgoing personality, etc.

The third ranking category considered the characteristics that would indicate the quality and quantity of work output. The employee must be both a thinker and a doer. In descending order these qualifications were: the ability to work creatively with ideas, high work standards, conscientiousness, ability to follow directions, willingness to work, perseverance until work is completed on schedule, business know-how, independence in working without supervision, working with people at all levels, and a willingness to learn.

Ranking fourth were characteristics which indicated administrative ability and leadership ability which includes working well with people, with departments, and having the ability to accept responsibility.

Communication skills included all types of expression, such as writing, speaking, editing, and working with publications, radio, television, and this ranked fifth by category. Extra-curricular activities on the campus and/or participation in community organizations and programs would be considered assets for most of the positions discussed in this study.

The sixth category was based upon the characteristics which denote enthusiasm, vivaciousness, poise, good grooming, and appearance all of which may be based or related to good health and stamina.

Ranking seventh on the list was the desire of the respondents for applicants with broad experience. A few mentioned a knowledge of office practices and procedures as desirable assets.

Lastly the mobility and/or the desire to travel would be important criteria in selection of a candidate for a few of the positions.

Since summaries of data by categories result in a loss of emphasis in some areas a few direct quotations are listed below and on the following pages. The title of the person who completed the questionnaire will appear with their quotations from correspondence and answers to questions included in the questionnaire.

PRESIDENT:

> "Must be interested in home economics and sold on the profession; must give the appearance that she knows how to dress; cooperative and must evidence leadership on the campus; must be creative; writing, speaking, a must."
>
> "There should be business courses if these girls are going to work in business - not necessarily so they can conduct business but so they can understand the needs and decisions of those who do."
>
> "We need people with a basic knowledge of food chemistry and ... with creative ability....to write about what they create in an interesting way."
>
> "We prefer a strong background in science....A.D.A. membership is desirable for some positions...."
>
> "Needed are more courses in mass communication so the home economist can translate her chosen field to her company and through its products to the consumer. A course in Dramatics might also be useful in future for appearances before the public...."

VICE-PRESIDENT - PERSONNEL:

> "Employ over 160 home economists, details regarding them not included in main report...."

"Add to curriculum such courses as....Industrial Psychology, Psychology of Management, Marketing Principles, Methods of Merchandising, Accounting; delete....Design, Clothing Courses, etc....Applicants need two or more years of experience...."

SENIOR VICE PRESIDENT:

"I like the broad subject matter covered in your curriculum. I would encourage more electives be taken in areas of Journalism, Advertising, Business Communication Techniques of all kinds.... Subject matter knowledge is important....participation in all professional activities...."

ASSISTANT TO THE PRESIDENT:

"More concentrated study in one field of Home Economics plus some business courses; additions of Marketing, Advertising, Retailing, Audio Visual aids, Journalism and previous work experience."

EXECUTIVE DIRECTOR:

"We are interested primarily in nutrition education and prefer someone with emphasis in this area. The demand for this area of specialization is increasing."

MANAGER, PERSONNEL:

"Elect Advertising, Marketing, Radio, Television, plus....greater concentration for specific program for each course of study....as it relates to business or research."

EMPLOYMENT MANAGER:

"After evaluating your present courses offered to students interested in home economics, I feel they definitely fit in with the needs of a deparment store operation."

MANAGER:

"Add more on business methods and organization. Physical Education as far as "exercise" is concerned - waste of college time; I believe food service requires Personnel Management, Accounting, Quantity Preparation, and experience in work situations....Maybe a fifth year of university training."

HOME ECONOMICS MANAGER:

"Management with sound work principles, work flow, and other business principles....cover (1) demonstration techniques, (2) business letter, and report writing, (3) experimental cookery...."

MANAGER FOOD AND FLAVOR CENTER:

"Food Chemistry, Food Technology, Sensory Testing, Market Research Techniques and Food Photography; working well with all departments, administrative ability.

DIRECTOR - PRODUCTS PROMOTION DEPARTMENT

"We prefer a business-like mature attitude regardless of years, plus the ability to get along with people, and a willingness to work....sincerity and honesty. It helps if they can speak well..."

MANAGER, PRODUCTS DEVELOPMENT:

"I am pleased to see your college is surveying industry to determine its needs and feel confident you will gain much useful information from your inquiries."

"There is a place for the Home Economist in business....but in order to keep the profession as a whole in demand,....must continually evaluate and up-date programs to keep pace with the industries supplied...."

"It would seem your program is designed to provide a general background and allow the student to pursue her own individual area of interest. In my opinion this is highly commendable <u>if</u> adequate counseling is provided in conjunction with this....We are continually exposed to new graduates degree hot in hand, who have found to their alarm that they cannot get a job because their education has been too general....I think they should be advised to elect a minor course of study in a very practical employment field... most girls go to college to prepare themselves to earn a living....the graduating Home Economist should develop skills which would make her valuable in industry, not merely a second choice trainee....need more inter-disciplinary emphasis in Home Economics program."

MANAGER, INDUSTRIAL RELATIONS:

"Add to curriculum....Advanced Household Equipment, Demonstration Techniques, Public Speaking, Journalism, Food Photography, perform functions of writing consumer literature for sales, development communications with consumer....need professional "savoir-faire" and a good public speaker."

MANAGER OF WONEN'S ACTIVITIES (manufacturing firm)

"Entails travel, writing, direct consumer contacts"

HOME ECONOMIST:

"Offer to students more guidelines to the 'vast' number of careers open to them - I missed this....and had to learn for myself.... need more psychology and mass communication techniques to work with consumer requests"

DIRECTOR HOME ECONOMICS:

"Add a sequence of business courses such as: Basic Economics, Law, cooperate Structure, problem solving, uses of computers, Schools of Business Administration and Home Economics should cooperate....Can home economics graduates read an annual report on a production flow chart...."

"Reduce clothing units unless student is planning to work in textiles..." (West Coast)

"Need a good professionsl attitude, excellent work standards.... good personal appearance....leadership....and cooperation plus training for the job."

"Need good work experience during summer....extra-curricular activities."

"There is a disapportionate number of credits for Textiles and Clothing....offer as electives."

DIRECTOR OF HOME SERVICES:

"Delete clothing courses....emphasis on courses which train home economics students in skills required for work in business.... creative writing, public speaking, demonstration techniques."

HOME ECONOMIST IN PUBLIC RELATIONS FIRM:

"You are to be commended and encouraged in your effort to restructure courses to obtain a competent program for home economists who wish to enter the business field. Let me know if I can be of further help to you....Home Economics is weak when it does not involve itself with developing an open-minded approach to orient students to adapt to the vast resources at their disposal to fit current needs.... must be able to channel our resources toward new objectives.... emphasis on total picture of all that is involved in family life.... keep up with what is new and share ideas with others....More consumer education....encourages people to think, evaluate, judge....develop concepts which can be applied to any situation in decision-making... Product Selection, Family Finance, enlargements of focusing on specifics. Of particular concern is dealing with people and their individual differences....Keep up with recent trends. Be active in professional organizations....and read in own and related fields."

ACCOUNT EXECUTIVE:

"My job in business is primarily in Public Relations, serving to inform the public in areas as related to individuals and families in the community. Among our clients are engineers and city planners, educational and cultural organizations, social service organizations and the state of _____ itself...I know of other home economists who are involved in at least some of these same broader based areas than are traditionally considered part of home economics. This is an important trend, I believe...you are to commended for your efforts to make the curriculum as helpful as possible."

FOOD BROKER:

"A Home Economist working in this field must know food from the raw state to final usage....Specializing in the institutional area means applying this knowledge to all aspects of quantity food service, restaurants, schools, hospitals, etc. This home economist needs business and selling skills in addition to her foods and nutrition background. Many food brokers and other allied businesses would probably hire home economists if they had sales training and/or experience...Home Economist in Business for a college curriculum is good. However, it is also necessary to consider the <u>specific area</u> in which the student wishes to be involved."

RESEARCH CHEMIST/HOME ECONOMIST:

"Need more principles of consumer research, sensory evaluation, principles of advertising, and less on Child Development, Textiles and Clothing."

RESEARCH DIRECTOR:

"Scholarship, high standards for area of interest....professional attitude....neat personal appearance....cooperation."

RESEARCH ADMINISTRATOR:

"Broad expereince....research approach to work....adaptability... creative ability."

DIRECTOR RESEARCH AND EDUCATION DEPARTMENT:

"Need specific training for specialized work...need more counseling at University to help eliminate broad generalizations."

DIRECTOR OF QUALITY CONTROL:

"A well rounded background...is important, therefore, it is difficult to specify any deletions in curriculum. The advanced Textile and Clothing Courses could be electives rather than requirements...need ability to work with manufacturers."

EXECUTIVE DIRECTOR:

"We find in publications - educational fields that we spend 90% time on communications, writing, layouts, design displays, speaking and demonstrating to groups, radio, and television, etc.

DIRECTOR, FIELD EDUCATION:

"Need scholarship, personality, leadership, standards of work, cooperation, and communication skills."

HEAD, HOME ECONOMICS, PUBLISHING COMPANY:

"Knowledge needed of editing, organization, broad background, in all home economics subject area, ability to work creatively with ideas."

EDITORIAL DEPARTMENT TO PRODUCT CONTROL:

"At least 5 years experience needed here....experience with companies, marketing, food products all would be helpful....need Public Relations knowledge....skill in management....cooperation with other departments."

DIRECTOR, MONEY MANAGEMENT INSTITUTE:

"Curriculum looks good, allows sufficient electives to develop natural talents of individuals....includes writing and speaking practice....emphasis on standards of work, professional attitude, personal appearance, leadership, and cooperation."

FAMILY MANAGEMENT SERVICE DIRECTOR:

"More depth in Journalism and Basic Economics. I notice a course on Consumer Economics....but more should be required, unless a student is going to specialize in the clothing field, these courses are not necessary. I would rather see them have field training, work in Family Finance through a social work agency or low income housing project....The more additional skills the Home Economist can offer in addition to a Home Economics Degree, the more valuable she will be to the business field."

DIRECTOR, HOME SHOPPING SERVICE:

"More advertising....journalism....(perhaps required)."

OWNER, HOME ECONOMICS SERVICES:

"My field is primarily Public Relations for product manufacturers.... A free lance operation, need business courses and Home Economics Journalism."

DIRECTOR, CONSUMER SERVICE:

"Thank you for the privilege of answering your questionnaire about Home Economics Courses....The following comments are reflections about my own wishes about my undergraduate training as I look at my working experience....in the field of business - universities should be training those who want a profession. Junior College should be training those who want a general training in the field of home economics. Today career women can not afford the time in undergraduate or graduate work, not to come out better mentally equipped to work in today's business world, or she is going to be very frustrated. Business world means selling goods or services....she should know how to do it as well as men but with her own special feminine touch....have a background of human psychology, business economics, basic knowledge of how computers function....Keep up to date technically, how to work with people....how to use communication media....skill and knowledge in depth in one particular field and general knowledge in others."

DIRECTOR OF CONSUMER RELATIONS:

"Needed skills include preparation of bulletins, News Copy, Consumer Education Copy, displays, promotion ideas for programs, communicate verbally with management and diversity of groups addressed. Adapt to travel, disregard time clock, recognize male competition, withstand criticism, justified or unjustified...."

CONSUMER EDUCATION DIRECTOR:

"A must....demonstration techniques....use of all types mass media.... Extemporaneous speaking....for research and testing more chemistry."

CONSUMER INFORMATION DIRECTOR:

"More emphasis needs to be put on the 'world at business' for the Home Economists."

CONSUMER SERVICE DIRECTOR:

"We wish to compliment you on restructuring your Home Economics Program, with the advice and counsel of business and industry, to meet more effectively the needs of your students preparing for home economics careers in the business world....Furthermore, integration of business and the academic world through work-study programs and business sponsorship of university research programs leads to better communications and accomplishment of mutual goals. We applaud your efforts and will be glad to assist you in your survey.

"Our opinion relates to the training needs for work...Require organic chemistry, microbiology, experimental foods, household equipment, journalism, and institutional feeding, work experience, consumer research, industrial and business psychology, demonstration and photography. I question such courses as Child Guidance, Textiles, Advanced Clothing, etc."

MANAGER, CONSUMER INSTITUTE:

"Desire and/or ability to write bulletins, reports, and such necessary parts of a business job."

MANAGER, CONSUMER SERVICES:

"Add Marketing Research, Advertising, Journalism slanted toward releases to magazines and newspapers, business and professional speaking, Basic Photography, at least five to seven years of experience."

SUPERVISOR CONSUMER SERVICES:

"More Journalism, Photography, Business courses for Management, structure of a business, profit and loss picture, Public Speaking, and preparation of printed materials for the consumer."

COORDINATOR, PROGRAM DEVELOPMENT:

"Plan and supervise nutrition research....work closely with leaders in government, professional educators, and consumer fields....prepare materials for national coverage...;need to continue education to assist employment and subsequent career growth."

DIRECTOR, PROFESSIONAL CONSULTING SERVICE:

"Need fresh approach to Sales Promotion....understanding of producer, manufacturer, and retailer."

Work Experience and Internships

Many companies provided university scholarships or funds for professional growth for their own employees or children of employees. Only three of the organizations reportediindicated special programs for assisting home economists receive advanced training.

Although the major operations of many companies were specifically oriented toward products used by the homemaker, many indicated that home economics did not play a major role in their organization.

About one in seven of the respondents completing the questionnaire indicated they were currently involved or were c nsidering the development of summer work-experience and/or internships for undergraduate and/or graduate students.

Industrial Visitation

Several businesses and industries employing one or more home economists were visited in August. The functions of the home economist varied widely from the test kitchen to a vice president of the company. Some of the companies were providing summer employment for undergraduate home economic students. Others due to limited home economics staff considered internships short term and too time consuming for implementation. All agreed that many universities needed to have a flexible program so an undergraduate could concentrate in an area of greater interest to her.

CHAPTER IV

SUMMARY, RECOMMENDATIONS, AND CURRICULUM RENEWAL CYCLE

Summary

This study investigated the effectiveness of home economics undergraduate majors on the job. Detailed information on two hundred ninety-four home economists employed by one hundred fifty-two institutions located in twenty-seven states were reported by executive officers, personnel managers, directors of consumer, home, food, laboratory, and research services. Twenty-five percent graduated from the university on or after 1965. Fifty percent of the total sample had a broad home economics background with a major in either general or home economics education.

Respondents warned that future home economists in business should have a better understanding of the free enterprise economic system rather than to expect to adjust to business with on-the-job training. They considered undergraduate work experience comparable to practice teaching necessary in the training for the Home Economist wishing to be employed in business positions.

In addition to having knowledge of one area of specialization, university training should instill discipline of work, knowledge of the principles behind the skills, acceptance of responsibility, and the ability to plan and reason in logical sequence. In addition, students need a healthy philosophy toward persons in authority, the application and management of time, energy, and money. They also need to be both a thinker and a conscientious doer. This goes a long way in eliminating the fatigue factor, the frustration and the shock that comes from hard work in business.

Business and industry listed a knowledge of the area of specialization as first in importance. They also stressed under desired qualifications, work habits, and capabilities they would seek for home economics in business applicants. These were: cooperativeness, dependability, initiative, resourcefulness, maturity, workmanship, diligence, loyalty, interest in self-improvement, ability to communicate ideas, and approaches problems in a logical way.

The image of the home economist in business is changing in the eyes of the world today. Home Economists and women with professional training are playing important roles in business and industry.

Universities need to up-date the current curriculum so that new Home Economists in business can take part in new fields in key positions. Fewer middle class ideas are needed and more time devoted to interpretation for all levels of community interest.

The Home Economist who desires to work in business and industry should select courses basic to an understanding of the free enterprise plus a concentration of courses in an area of special interest.

Recommendations

The present day approach to university curriculum change and development no longer considers the university apart from the community in which he lives.

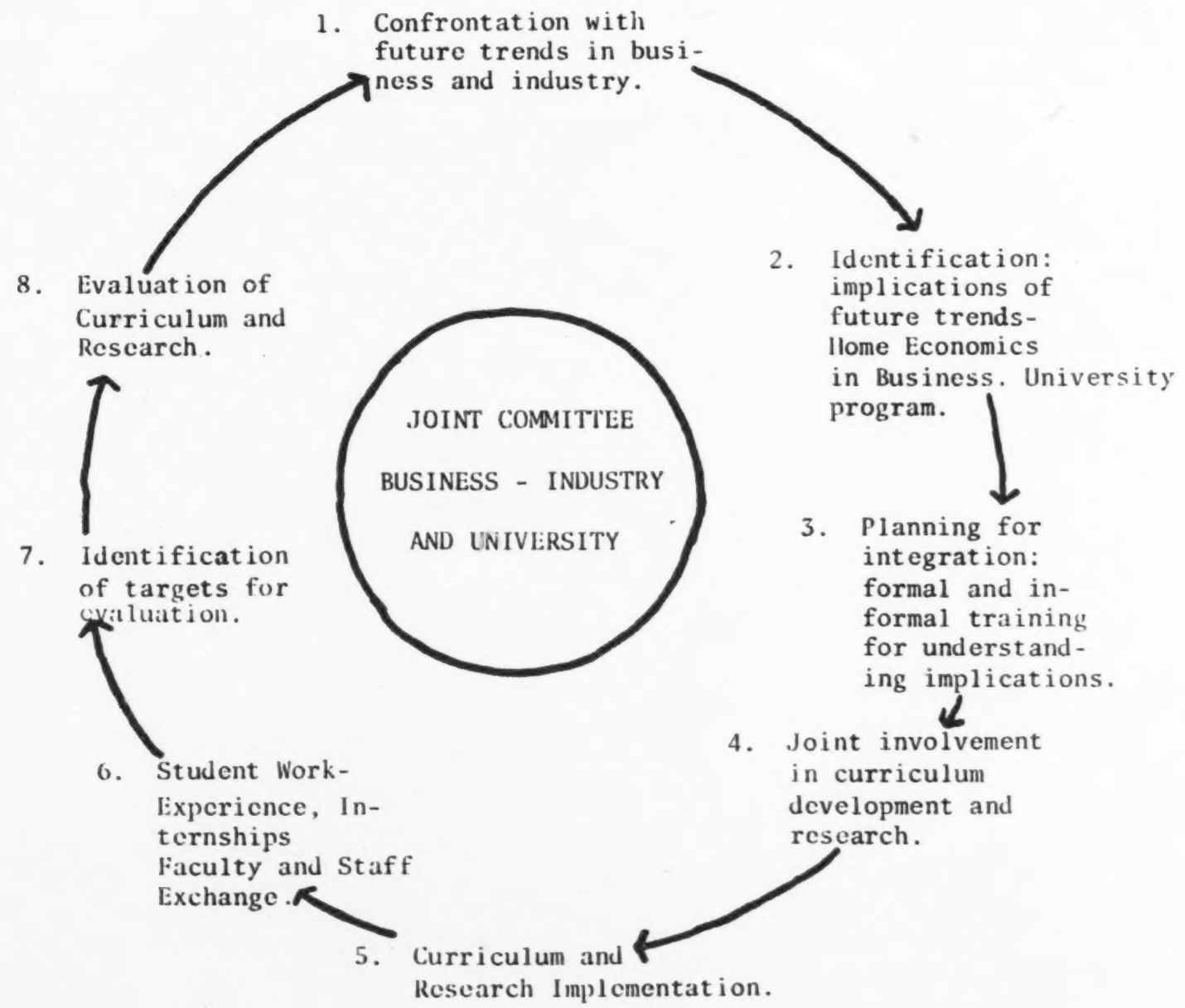
Self understanding and productive relationships with the university and business-industry need to be integrated with an ability to apply a variety of methods and solutions as well as skills and knowledges, to the multi-face problems related to the undergraduate curriculum.

joint committees that create adaptable and viable systems for reviewing the desired home economics in business image are needed. Criteria, applicable on one hand to the achievements of the university graduate and on the other hand to the achievements of the business and industry in solving their proglems should be developed.

1. A joint committee should be established for each area of concentration for the home economist program in business and industry.
2. An exchange program should be developed for university faculty with the home economist in business.
3. Summer work experience and/or internships should be required for the undergraduate and graduate major in Home Economics in business.
4. Graduate level programs should be developed in cooperation with business and industries. The program should consider their needs, such as time of year, length of program, program emphasis, etc., and utilize specialists and university staff in appropriate places of both institutions. A high quality of workshops, institutes, graduate courses for credit or degrees should be developed.
5. Joint effort between business and industry and specialized university programs would result in creative utilization of the process of inquiry and reassessment based on involvement, communication, and concern. Only those issues most relevant to future concerns of society of which Home Economics in business is a part should be considered.

Curriculum Renewal Cycle

Home Economics in Business and Industry


1. Confrontation with future trends in business and industry.
2. Identification: implications of future trends- Home Economics in Business. University program.
3. Planning for integration: formal and informal training for understanding implications.
4. Joint involvement in curriculum development and research.
5. Curriculum and Research Implementation.
6. Student Work-Experience, Internships Faculty and Staff Exchange.
7. Identification of targets for evaluation.
8. Evaluation of Curriculum and Research.
JOINT COMMITTEE
BUSINESS - INDUSTRY
AND UNIVERSITY

References

1. Keyyserling, M.D. College Women Seven Years After Graduation, Resurvey of Women Graduates - Class of 1957, Bull. 292, U.S. Dept. of Labor, 1966.

2. President's Commission on the Status of Women, American Women, Washington, D.C., U.S. Government Printing Office, 1963, p. 28.

3. Stevens, H.A. and Osborn, M.O., Characteristics of Home Economics Graduates, J. Home Econ. 57, (1965), pp. 773-777.

4. Sullivan, E., Trends in Earned Degrees Awarded to Women. Indicators, March, 1965, pp. 22-25 (Issued by U.S. Dept. of Health, Education, and Welfare.)

5. Women's Bureau, U.S. Department of Labor, 1965, Handbook on Women Workers, Bull No. 290. Washington, D. C., U.S. Government Printing Office, 1966.

APPENDIX

27/28

STOUT STATE UNIVERSITY

MENOMONIE, WISCONSIN
54751

Dear Sir:

From every quarter of society come new demands upon the home economics profession and the service it gives to families. Therefore, home economics training is moving ahead on several fronts. The restructuring of University courses of study have created new career opportunities for the home economics graduate.

The home economist is found today wherever there is need to improve home-making practices, to adapt new technology to the home, to transmit information to homemakers, and to aid in the general improvement of levels of living for families in all communities.

Many trained home economists teach in the schools while others prefer positions as a community leader in a paid service in foods, nutrition, equipment, money management or as a part-time volunteer in community affairs.

Work-experiences during the undergraduate years assist students to have first-hand experiences, to take advantage of previous training, to discover their talents, and to plan to later take additional University courses to improve their future performances on the job. During work-experience in the field consultants and work-experience supervisors provide insight, objective evaluations, and better placement of the general home economics graduate.

The exploratory survey attached is an effort to concentrate on University training which needs to be expanded or to be improved, to find new work experience centers, to discover scholarship or research support, and to learn of the employment needs for the organizations employing home economics graduates. Your suggestions for a concise sophisticated training program to meet your needs are welcome.

Please complete the questionnaire and return it on or before November 1, 1969. Participation of each of you is necessary to make this survey successful. Your cooperation is appreciated.

Sincerely,

Dorothy F. Dunn, Ph.D.
Professor and Chairman
Home Management, Economics,
and Equipment Department

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Date Reply Received _____

1. Identification number _____ for _____.
2. How many home economics trained persons are employed in your company? Total _____. Please indicate level of responsibility: National _____; State _____; State region _____; County _____; City _____;
3. Please complete form below for home economics staff. (continue on back.)

Present Title	a. University attended b. Address	a. Degree b. Year Granted	a. Major b. Minor (22 hrs)
		a. b.	a. b.
		a. b.	a. b.
		a. b.	a. b.
		a. b.	a. b.

4. Indicate geographic locations for home economics personnel.

Number	City Address	State or Country

5. Attached is Copy of Course of Study for Stout State University degree program for home economics in Business Majors. Please evaluate program and list below course titles and description you feel would better meet needs of your company.

A. Additions	B. Deletions	C. Revisions

6. Please list by title the desired qualifications* and functions for your Department of Home Economics.

Title	Years required		Other Qualifications	Functions performed
	education	experience		

*Scholarship, standards of work, professional attitude, personal appearance, leadership, cooperation, extra-curricular activities, student teaching, geographic location preferred, work-experience for undergraduate university students.

7. Has your company ever cooperated with a University in providing a credit course for work-experience for undergraduate students? Yes___ No____.

8. If the answer to question 7 was "yes" was the credit course for:
   (a) one semester _____,
   (b) one academic year _____,
   (c) several weeks during summer _____,
   (d) a and b _____,
   (e) a and c _____,
   (f) b and c _____,
   (g) a, b, and c _____.

9. Describe the work-experience responsibilities of home economics undergraduate students.

   (a) one semester (internship)_____

   _____

   (b) summer months (work-experience)_____

   _____

10. If the answer to question 7 is "no" would you like to consider supervision of a cooperative work-experience course for credit for undergraduate students in Home Economics for Stout State University? Yes____ No____.

11. If the answer to question 10 is "yes" please list learning activities you could provide for the student. Indicate purpose and objectives for each.

Activity	Purposes and Objectives

SCHOLARSHIPS

12. Does your company provide scholarships for students to engage in study on
   (a) the undergraduate level? Yes____ No____.
   (b) the graduate level? Yes____ No____.

13. If the answer to question 12 is "yes" have any of the scholarships been awarded to home economics students? Yes____ No____.
   Please indicate eligibility requirements_____

   _____

   Amount of financial assistance and period of time for each scholarship awarded to home economists_____

   _____

   _____

14. If the answer to question 12 is "no" do you plan to give scholarships in the future to Home Economists. Yes_____. No_____Explain:____

_____

_____

RESEARCH

15. At the present time are you sponsoring research through the provision of financial assistance:
    (a) To Universities? Yes_____No _____.
    (b) For Schools of Home Economics? Yes_____No_____.

16. Please send information or current and/or projected cooperative plans between your company and universities regarding: (a) Undergraduate work-experience, (b) Internship, (c) Scholarships, (d) Research, (e) Job Specifications for full-time positions for the home economist with a BS degree or MS degree. (Attach information)

17. We would appreciate an early reply on your recruitment needs for the (a) 1969 June graduates with degrees in Home Economics and (b) former graduates who wish to relocate in business.

18. Are the gifts of your company to University Foundations based on:
    (a) Alumni Association Membership of Officers _____?
    (b) Matching employees gifts to their Alumni Foundation _____?
    (c) Gifts for the purpose of promoting programs of special interest ____?
    (d) Gifts based on needs locally _____; State_____; for Region_____?
    (e) Other means of selection (explain) University Foundation, research program or individual to be honored with gifts _____
    _____

COMMENTS:_____

_____

_____

May we take this opportunity to thank you for your time and cooperation in completing this questionnaire.

Should additional information be desired please give the name of the person with whom we may communicate.

Name_____Title_____

Address_____

City_____State_____Zip_____

_____

_____

Please return completed questionnaire.
Dorothy F. Dunn, Ph.D., Chairman, Department of Home Management, Family Finance, Equipment, School of Home Economics, Stout State University, Menomonie, Wisconsin 54751

Department of Home Management, Economics and Equipment
School of Home Economics
Stout State University

MAJOR IN HOME ECONOMICS IN BUSINESS/HOME ECONOMICS GENERAL

128 Credits for B.S. Degree

First Year

-100	Orientation	3
212-124	Child Development	3
214-108	Clothing in a Contemporary World	3
214-118*	Clothing Construction -or-	
304-106	Fundamentals of Design	3
229-114	Food Science I	4
308-122	Biology	3
308-214	Physiology and Anatomy	3
326-102A-B	English Composition	6
368-128A-B	Physical Education	2
391-106	Fundamentals of Speech	2
479-123	General Psychology	3
		32

Second Year

212-248	Family Health - or -	2
308-442	Community Hygiene	2
214-118*	Clothing Construction - or -	
304-106	Fundamentals of Design	3
214-215	Textiles I	3
214-218	Advanced Clothing Construction	3
229-212	Nutrition	3
311-115	Inorganic Chemistry	5
320-201	General Economics	3
326-348, 350, 360, 400A or 400B	Literature	3
	Electives	7
		32

Third Year

212-264	Child Guidance	2
212-349	Relationships in the Democratic Family	3
229-308	Meal Management	3
244-317	Consumer Economics	3
304-334	Interior Design	3
326-346	Expository Writing	3
387-309	General Sociology	3
	H. Ec. Electives**	6
	Electives	7
		33

Fourth Year

244-403 or 244-403R	Home Management	4
244-428	Family Finance	2
338-407	History of Americas - or -	
338-410	Modern World	3
	Home Ec. Electives	6
	Electives	16
		31

Completion of two 15-credit concentrations, one 22-credit minor and electives.

* Pretest to determine need.
** Six additional credits in each of two of the following areas: Clothing and Textiles, Food Science and Nutrition, Home Management and Family Economics, or Child Development and Family Relations.